**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Kindergarten – Module 3**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Please use the specific language of the assessment.
* Use a stopwatch to document the elapsed time for each response. If a student is unresponsive, wait about 15 seconds for a response.
* Record the student’s results in 2 ways: (1) the narrative documentation after each topic set, and (2) the overall score per topic using the rubric, A Progression of Learning.
* Two days are allotted for the End-of-Module assessment in this module’s pacing. Use these days as needed depending on the assessment option chosen.

**Assessment options:**

* Administer the assessment question for each Topic as 1:1 interviews immediately following the lessons in that Topic.
* Use the checklist (provided in packet) to observe students during the lessons in each topic. Make note of students who show proficiency (as defined by Step 3 on the rubric) as you teach the lessons. At the end of the topic or module, only assess students who have not shown proficiency earlier. (Note: Be sure to interview all students at some point, whether during a formal assessment or not, to ensure you have a picture of their learning so they can be challenged or supported as necessary.)

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* If the student is unable to perform any part of the set, her score cannot exceed Step 2. However, if the student is unable to use her words to tell what she did, do not count that against her quantitatively.
* If the student asks for or needs a hint or significant support, provide either, but the score is automatically lowered. This ensures that the assessment provides a true picture of what a student can do independently.
* If a student scores below Step 3, repeat that topic set again at two-week intervals, noting the date of the reassessment. Document student progress.
* On the report card, student learning is reported by CCSS domain. The Kindergarten CCSS domains are: Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 1 Grading Guidance:**

* Standards K.CC.6, K.CC.7, K.MD.1 and K.MD.2 are only assessed in Module 3. (See checklist on page 4.)

**Updates**

The End-of-Module Rubric has been modified, based on teacher feedback, for clarity. Please review the rubric prior to assessing students.

**Advance Preparation for Assessments**

Mid-Module Assessment Prep:

* Topic A: Cut 6 and 9 inch pieces of string.
* Topic B: Assemble 1 stick of 5 and 1 stick of 7 linking cubes.
* Topic C: Gather balance scale, balance, pennies, centimeter cubes, 1 light and 1 heavy book, scissors, ruler, and a marker.
* Topic D: 1 small container (1/8 cup), 1 plastic cup with ½ cup of rice in it, 1 small bowl filled with rice, tub for pouring the rice from the bowl into the cup to prove the bowl holds more.

End-of-Module Assessment Prep:

* Topic E: Gather 7 spoons, 8 bowls, six 1” x 1” squares, one 2” x 3” rectangular piece of paper
* Topic F: 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes
* Topic G: Gather Loose linking cubes
* Topic H: 1 empty juice box with the top cut off, cup, linking cube stick of 7, balance scale, many additional linking cubes, a tub with the empty juice box full of rice, student scissors

**Kindergarten Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards first assessed in Module 3**. *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | KINDERGARTEN MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| K.CC | 1\* |  |  |  |  | X |  |
| 2\* |  |  |  |  | X |  |
| 3\* | X |  |  |  | X |  |
| 4a\* | X |  |  |  | X |  |
| 4b\* | X |  |  |  | X |  |
| 4c\* | X |  |  |  | X |  |
| 4d\* |  |  |  |  |  | X |
| 5\* | X |  |  |  | X |  |
| 6\* |  |  | X |  |  |  |
| 7\* |  |  | X |  |  |  |
| K.OA | 1\* |  |  |  | X |  |  |
| 2\* |  |  |  | X |  |  |
| 3\* | X |  |  | X |  |  |
| 4\* |  |  |  | X |  |  |
| 5\* |  |  |  | X |  |  |
| K.NBT | 1\* |  |  |  |  | X |  |
| K.MD | 1 |  |  | X |  |  |  |
| 2 |  |  | X |  |  |  |
| 3 | X | X |  |  |  |  |
| K.G | 1 |  | X |  |  |  |  |
| 2 |  | X |  |  |  |  |
| 3 |  | X |  |  |  |  |
| 4 |  | X |  |  |  | X |
| 5 |  |  |  |  |  | X |
| 6 |  |  |  |  |  | X |

**Kindergarten Module 3: Mid-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic A** |  |  |  |
| **Topic B** |  |  |  |
| **Topic C** |  |  |  |
| **Topic D** |  |  |  |

Topic A: Comparison of Length and Height

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 6- and 9-inch pieces of string

Cover string so that each has 3 inches showing out from a piece of paper. Let them be parallel to each other.

1. Some of each string is hiding under the paper. Can we tell which one is longer? Why or why not?

2. (Uncover them.) Compare this string to this string. Use the words *longer than*.

3. Move the strings so that they line up on one end.

4. Compare these strings now. Use the words *shorter than*.

5. What about the strings are we comparing right now?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3)  4)  5) |  |

Kindergarten Module 3: Mid-Module Assessment Task (continued)

Topic B: Comparison of Length and Height of Linking Cube Sticks Within 10

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Linking cube sticks of 5 and 7, 9-inch piece of string

1. (Present the 5-stick and the 7-stick.) Compare the length of these two sticks. Use the words *longer than*.

2. (Show the 9-inch string from Topic A.) Compare the length of your 5-stick to the length of this string. Use the words *shorter than*.

3. Break this 5-stick into two parts. Compare the length of your 5-stick to the length of the two sticks together. Use the words *the same as*.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3) |  |

Kindergarten Module 3: Mid-Module Assessment Task (continued)

**Topic C: Comparison of Weight**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) Balance scale, balance, pennies, centimeter cubes, 1 light and 1 heavy book

1. Compare the weight of this book to the weight of this book. Use the words *heavier than*.

2. Put the scissors and the ruler on the balance scale. Use the words *lighter than* to compare their weights.

3. Use the scale to show how many cubes are the same weight as the marker. How many cubes are the same weight as the marker?

4. Use the scale to show how many pennies are the same weight as the marker. How many pennies are the same weight as the marker?

5. What about the marker and book are we comparing right now?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3)  4)  5) |  |

Kindergarten Module 3: Mid-Module Assessment Task (continued)

**Topic D: Comparison of Volume**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: 1 small container (⅛ cup), 1 plastic cup with ½ cup of rice in it, 1 small bowl filled with rice, tub for pouring the rice from the bowl into the cup to prove the bowl holds more

1. Compare the volume of this bowl and this cup. Use the words *more than*. (The student may want to pour to assess or will simply observe to make the comparison.)

2. How many small containers of rice are the same as this large container? (Watch to see what the student does. Ask her to use the small container to prove her answer if she does not use it without prompting.)

3. What about the cup are we measuring and comparing right now?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3) |  |

**Kindergarten Module 3: Clusters and Standards Addressed**

|  |
| --- |
| Mid-Module Assessment Task (Topics A-D)  Clusters and Standards Addressed |
| Describe and compare measurable attributes.  **K.MD.1** Describe measureable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* |

**Kindergarten Module 3: Mid-Module Assessment Task Rubric**

**\* Indicates items that have been changes/modified from the original EngageNY rubric.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A Progression of Learning | | | | |
| Assessment  Task Item  and Standards | STEP 0  Little evidence of reasoning without a correct answer.  **(0 Points)** | STEP 1  Evidence of some reasoning without a correct answer.  **(1 Point)** | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  **(2 Points)** | STEP 3  Evidence of solid reasoning with a correct answer.  **(3 Points)** |
| **Topic A \***  K.MD.1  K.MD.2 | The student shows little evidence of understanding comparison. | The student correctly answers **1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4-5** of the five parts. (See below.) |
| 1. Says in her own words that we can’t know because part is hidden, and may mention that the length showing is equal. 2. Uses the words *longer than* correctly to compare. 3. Arranges the strings to share an endpoint. 4. Uses the words *shorter than* correctly to compare. 5. States that we are comparing length or how long the strings are. | | | |
| **Topic B \***  K.MD.2 | The student shows little evidence of understanding comparison. | The student correctly answers **1** part. | The student correctly answers **2** of the 3 parts. | The student correctly answers all **3** parts. (See below.) |
| 1. Says the 7-stick is longer than the 5-stick. 2. Says the 5-stick is shorter than the 9-inch string. 3. Says the 5-stick is the same as the 2-and 3-sticks together. | | | |
| **Topic C \***  K.MD.1  K.MD.2 | The student shows little evidence of understanding of weight. | The student correctly answers **1** of the five parts. | The student correctly answers **2-3** of the five parts. | The student correctly answers **4-5** of the five parts. (See below) |
| 1. Uses the words *heavier than* correctly to compare. 2. Uses the words *lighter than* correctly to compare. 3. Balances the scale with the cubes and says how many cubes are the same as the weight of the marker. 4. Balances the scale with the pennies and states how many pennies are the same weight as the marker. 5. States that we are comparing one of the following: weight, how much the books weigh, which one weights more, or which one weighs less. | | | |
| **Topic D**  K.MD.1  K.MD.2 | The student shows little evidence of understanding of volume. | The student correctly answers **1** part. | The student correctly answers **2** of the three parts. | The student correctly answers all **3** parts. (See below) |
| 1. Uses the words *more than* correctly to compare. 2. Measures the rice using the small container and identifies that there are four containers. 3. States that we are comparing volume or how much the cup holds. | | | |

**Kindergarten Module 3: End-of-Module Assessment Task**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Date 1** | **Date 2** | **Date 3** |
| **Topic E** |  |  |  |
| **Topic F** |  |  |  |
| **Topic G** |  |  |  |
| **Topic H** |  |  |  |

Topic E: Is There Enough?

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: 7 spoons, 8 bowls, 6 1” × 1” squares, 1 2” × 3” square piece of paper

1. Is there enough space on this paper for all these squares? Show me how you know.

2. Are there enough spoons for the bowls? Show me how you know.

3. Can you use the words *more than* to compare the spoons and bowls?

4. Can you use the words *less than* to compare the spoons and bowls?

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3)  4) |  |

**Kindergarten Module 3: End-of-Module Assessment Task (continued)**

**Topic F: Comparison of Sets Within 10**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (S) 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes

1. Which set has more cubes? (Show the set of 6 and the set of 4.)

2. Can you make a set that has the same number of cubes as this one? (Present the set with 4 cubes.)

3. Can you make a set that has 1 more cube than this set? (Present the set with 6 cubes.)

4. Can you make a set that has 1 less cube than this set? (Present a set with 10.)

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3)  4) |  |

**Kindergarten Module 3: End-of-Module Assessment Task (continued)**

**Topic G: Comparison of Numerals**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (T) Loose linking cubes

1. (Present a set with 7 cubes and a set with 5 cubes.) Put these objects in lines to match and compare them.

2. Tell me about which number is more? Is less?

3. (Write the numerals 8 and 4.) Use the words *more than* or *less than* to compare these two numerals.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3) |  |

**Kindergarten Module 3: End-of-Module Assessment Task (continued)**

**Topic H: Clarification of Measurable Attributes**

Rubric Score: \_\_\_\_\_\_\_\_\_\_\_Time Elapsed \_\_\_\_\_\_\_\_\_\_\_\_

Materials: (T) Empty juice box with the top cut off, cup, linking cube stick of 7, balance scale, many additional cubes, a tub with the empty juice box full of rice, student scissors

1. Compare the volume of this juice box to this cup. Use your words.

2. Compare the weight of this juice box to this pair of scissors. Use your words.

3. Compare the weight of this juice box to the weight of the cubes. How many cubes weigh the same as the juice box? Use your words. (If the student doesn’t use the balance scale but makes a thoughtful guess, encourage use of the scale to confirm the estimate.)

4. Compare the length of this juice box to the length of this stick. Use your words.

|  |  |
| --- | --- |
| What did the student do? | What did the student say? |
| 1)  2)  3)  4) |  |

**Kindergarten Module 3: End-of-Module Assessment Task Clusters and Standards Addressed**

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| --- |
| End-of-Module Assessment Task (Topics E-H)  Clusters and Standards Addressed |
| Compare numbers.  **K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)  **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.  Describe and compare measurable attributes.  **K.MD.1** Describe measureable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.* |

**Kindergarten Module 3: End-of-Module Assessment Task Rubric**

**\* Indicates items that have been changes/modified from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **Topic E \***  K.CC.6 | The student is largely unresponsive and unable to perform the tasks. | The student correctly answers **1** of the parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. Places the squares on the paper to see if they fit. 2. Shows there are not enough spoons for the bowls. 3. Uses the words *more than* to compare the spoons and bowls. 4. Uses the words *less than* to compare the spoons and bowls. | | | |
| **Topic F \***  K.CC.6 | The student is largely unresponsive and unable to perform the tasks. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly answers **3-4** of the four parts. (See below.) |
| 1. Shows which set is more and states that 6 is more than 4. 2. Shows a set equal to 4. 3. Shows a set 1 more than 6. 4. Shows a set 1 less than 10. | | | |
| **Topic G**  K.CC.6  K.CC.7 | The student shows little evidence of comparison and is unable to articulate thoughts. | The student correctly answers **1** of the three parts. | The student correctly answers **2** of the three parts. | The student correctly answers all **three** of the parts. (See below.) |
| 1. Puts the objects in lines to match and compare them. 2. Uses *more than* and *less than* to compare 7 and 5. 3. Compares the numerals 8 and 4. | | | |
| **Topic H \***  K.MD.1  K.MD.2 | The student shows little evidence of understanding what is being asked. | The student correctly answers **1** of the four parts. | The student correctly answers **2** of the four parts. | The student correctly uses language and the appropriate tools to answer **3-4** of the four parts. (See below.) |
| 1. Compare the volume of the box using the rice, stating which is *more* or *less*. 2. Compare the weight of the box to the scissors, stating which is *heavier than* or *lighter than*. 3. Compare the weight of the box to a number of cubes on the balance scale, stating which is *heavier than* or *lighter than*. 4. Compare the length of the box to the stick, stating which is *longer than* or *shorter than*. | | | |